C
An 4 H
1901/02

The Normal School of Arizona

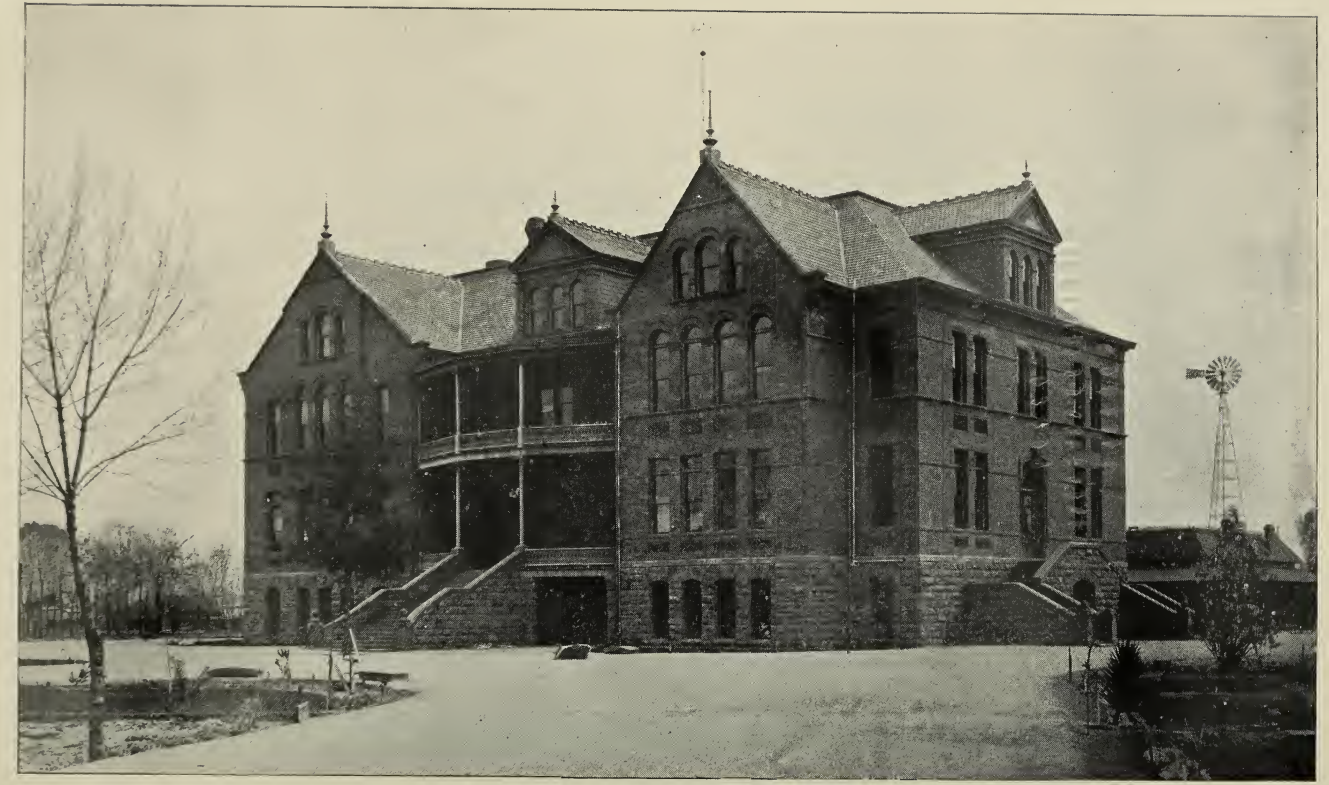
AT TEMPE

ANNUAL CATALOGUE,

1902.

Digitized by the Internet Archive
in 2012 with funding from
University of Illinois Urbana-Champaign

http://archive.org/details/catalogueofariz0102ariz



MAIN BUILDING

SEVENTEENTH ANNUAL CATALOGUE

...OF...

THE NORMAL SCHOOL OF ARIZONA

AT TEMPE, ARIZONA.

For the Scholastic Year 1901-1902

WITH

Announcements for 1902-3

1902
The H. H. McNeil Company Print
Phoenix, Arizona

CALENDAR FOR 1902-1903.

1902.

First Semester begins	September 2
Entrance Examinations and Classification,	September 1, 2, 3
First Quarter ends	November 7
Second Quarter begins	November 10
Thanksgiving Recess,	November 27, 28
Holiday Vacation begins	December 20
Holiday Vacation ends	December 28

1903.

First Semester ends	January 23
Second Semester begins	January 26
Entrance Examinations and Classification,	January 26, 27
Washington's Birthday,	February 22
Third Quarter ends	April 3
Fourth Quarter begins	April 6
Memorial Day,	May 30
Examinations and Commencement Exercises,	June 7-12

BOARD OF EDUCATION.

R. L. Long, Superintendent of Public Instruction, Chairman, Phoenix
Dr. Chas. H. Jones, Secretary, ... Tempe
Hon. T. W. Pemberton, ... Phoenix

OFFICIAL BOARD OF VISITORS.

Dr. William Duffield, ... Phoenix
Mrs. Geo. N. Gage, ... Tempe
Rev. Frank L. Drew, ... Tempe

OFFICERS OF THE ALUMNI ASSOCIATION.

W. H. Wilbur, President, ... Tempe
C. A. Stewart, Vice-President, ... Tempe
Mary Wingar, Secretary, ... Tempe
Bertha Wilson, Treasurer, ... Tempe

FACULTY 1902-1903.

A. J. MATTHEWS, Principal,
MATHEMATICS, SCHOOL LAW AND SCHOOL ECONOMY.

R. H. H. BLOME, Ph. D.,
PEDAGOGY AND PSYCHOLOGY.

F. M. IRISH,
SCIENCE AND MILITARY DRILL.

ELISE REED AVERILL,
ENGLISH AND PHYSICAL CULTURE.

KATHRYN DALY, A. B.,
LITERATURE, ELOCUTION AND LIBRARIAN.

BENJ. H. SCUDDER, Ph. M.,
HISTORY AND CIVICS.

W. J. ANDERSON, B. S.,
COMMERCIAL DEPARTMENT AND MANUAL ARTS.

EUDORA MATHER, Principal of Training School,
METHODOLOGY.

J. L. JOHNSTON,
VOCAL MUSIC.

G. W. WILSON,
SUPERINTENDENT OF BUILDINGS.

T. G. GOODWIN,
SUPERINTENDENT OF GROUNDS.

AUDITORIUM

COURSE OF STUDY.

SUB-NORMAL.

SEMESTER B.		SEMESTER A.	
Arithmetic	5	Arithmetic	5
U. S. History	5	Civics	3
Grammar and Composition	5	Geography	5
Reading and Elocution	5	Grammar and Composition	5
Spelling and Word Analysis	2	Reading and Elocution	5
Penmanship	2	Spelling and Word Analysis	2
		Penmanship	2

FIRST YEAR.

SEMESTER B.		SEMESTER A.	
Algebra	5	Algebra	5
General History	5	General History	4
Grammar and Composition	5	Grammar and Composition	5
Elocution	1	Elocution	2
Word Analysis	2	Physical Geography and Geology	5
Zoology	5		
Drawing	2	Drawing	2

SECOND YEAR.

SEMESTER B.		SEMESTER A.	
Arithmetic	5	Algebra	5
Bookkeeping and Commercial Law	5	English History	5
Rhetoric and Composition	5	Rhetoric and Grammar	5
Physiology	5	Botany	5
Drawing	2	Drawing	2

JUNIOR YEAR.

SEMESTER B.		SEMESTER A.	
Algebra	5	Geometry	5
United States History (Seminary)	3	Science of Government and Political Economy (Seminary)	3
Grammatical Analysis	5	English Literature and Masterpieces	5
Psychology	5	Pedagogy	5
Chemistry	5	Physics	5
Drawing	2	Drawing	2

SENIOR YEAR.

SEMESTER B.		SEMESTER A.	
Geometry	5	School Law and School Economy	3
Practice Teaching (16 weeks)	5	Practice Teaching (16 weeks)	5
American Literature and Masterpieces	5	English Criticism	5
Methods:		Methods:	
Reading, Orthography, Grammar, History, Geography	5	Mathematics, Nature Lessons, Drawing and Penmanship	5
Advanced Psychology and Logic	5	History of Education and Ethics	5

Music, Physical Culture and Military Drill throughout the course. Figures indicate the number of recitations per week. A semester is 20 weeks.

Analysis of Course of Study.

DEPARTMENT OF ENGLISH.

AIM.

The general aim in the instruction in English is to secure accuracy and facility in the expression of thought. It is of fundamental importance that those who are to teach others the correct use of English should themselves have acquired sufficient skill to enable them to set the example. And this skill applies not only to spoken language, but to written discourse as well. To be able to speak correctly one must be logical in his thought, skillful in his selection of words, correct in his pronunciation, grammatical in the construction of his sentences, and should possess a well-trained voice. To be able to write correctly one must have in addition a thorough knowledge of the forms of words, of their derivation, of their idiomatic use, and of those niceties of expression which add force and beauty to his composition. It is recognized that even a reasonable degree of perfection in all these respects cannot be attained except by constant drill, extending not over a single year but over a series of years; and while each particular division of this subject may emphasize some one phase of the work, yet the general aim is not lost sight of in the methods employed at any point in the course.

READING.

Special attention is given to this work. In addition to teaching reading as the process of obtaining thought from the printed page, the course embraces the principles of elocution and class practice in their application. Constant attention is paid to the peculiarities and defects in pronunciation. In reading, very many selections from the works of leading American authors are studied. Intelligent oral expression is made an important factor of the work.

Selections from Longfellow, Bryant, Whittier, Holmes, Irving, Hawthorne, etc., are used. In order to become a good reader three things are necessary, viz: a mental preparation, a knowledge of the mechanism of the printed page and an elocutionary training that will enable the reader to express the thoughts of the author when they have once been grasped. In the formal reading class of the first year in the Sub-Normal the first two of these objects are made especially prominent. The instructor takes note of the pupil's stock of ideas available in the study of the selection; adds such other and further information as may be found necessary; sees to it that the pupil can pronounce the words correctly; calls attention to the grammatical and rhetorical pauses; and, the

ground being thus prepared, endeavors to secure a proper and an adequate expression of the thoughts of the author.

ELOCUTION.

As expression, or elocution, has to do with the whole man, so the work in this department aims at the development of both mind and body. Thoughts, emotions and purposes are expressed through a responsive voice and body.

In order to attain the greatest possibilities in expression, the mind must be enriched and strengthened in all its processes. This cannot be done by imitation.

The teacher must aid the student in grasping the thought from the printed page, and by means of word pictures and recalled experiences, arouse his imagination and enable him to reproduce in his own mind, while speaking, the thoughts and feelings portrayed by the author. This, with a will to make his audience see what he sees, will bring natural expression without regard to mechanical emphasis.

Simple exercises are introduced in this department which tend to give freedom and ease to the speaker.

Special attention is given to placing the voice and to forming the syllables.

This, together with clear thinking and the expression of emotion, gives articulation and clearness to the voice. Elocutionary training includes: review of the elements of speech, with vocal culture; expression considered; agencies of delivery, voice and action; forms of voice, attributes of voice, quality, force, stress, pitch, time, etc.; exercises in breathing; class drills in gesture, attitude and facial expression; sources of power in delivery; style of orators; methods of instruction.

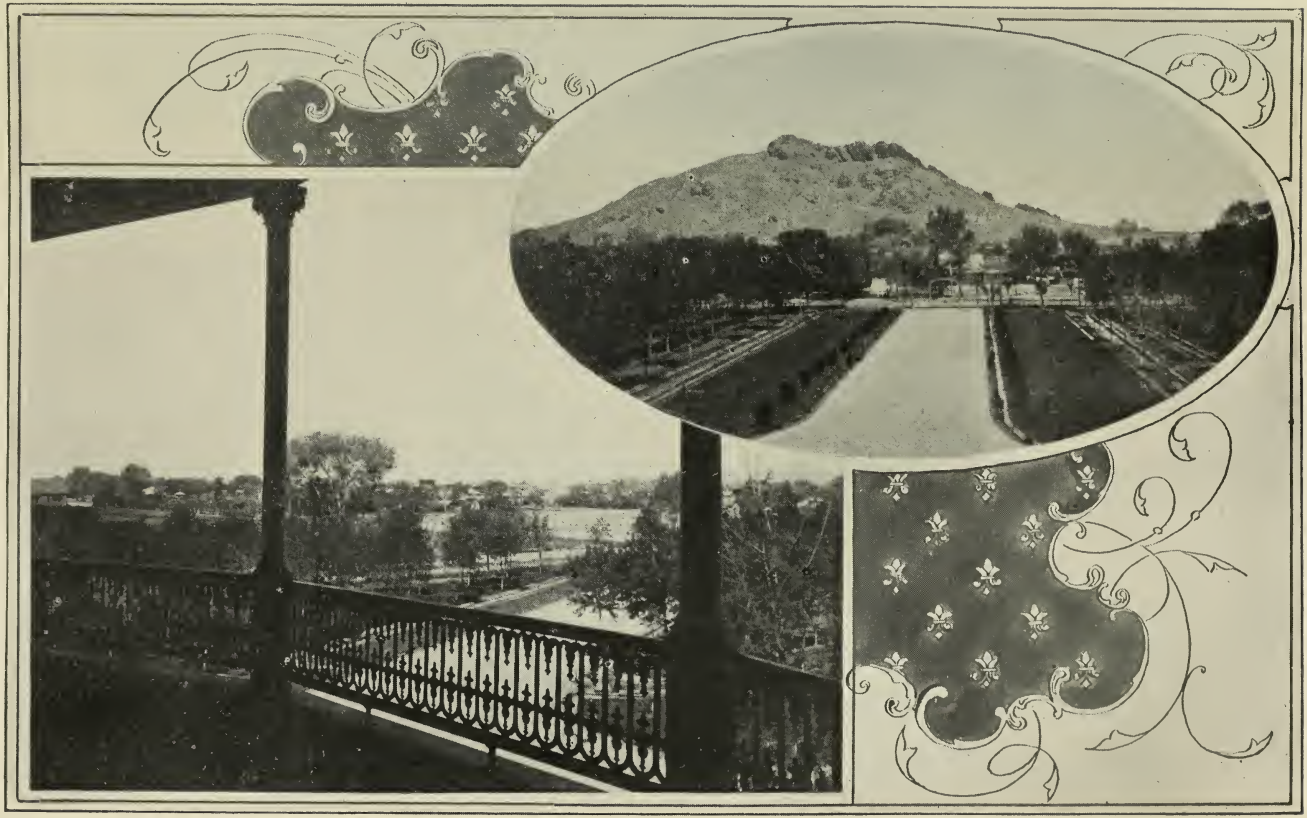
SPELLING AND WORD ANALYSIS.

To be able to spell correctly those English words which are in common use is one of the marks of good scholarship. This ability, desirable in every case, is, however, an indispensable requisite on the part of a teacher. Doubtless much of the knowledge of the forms of words must be gained by that particular kind of memory training called visualization; still even this process can be greatly assisted by frequent written exercises, by the analysis and synthesis of words and by the study of their meanings as revealed by their derivation and history. The amount of time assigned to class-room work in spelling and word analysis is sixty recitations; but it is not intended that any paper, even if but a written lesson, shall be accepted until all errors in spelling shall have been corrected.

Text-book in use is Swinton's Word Analysis.

GRAMMAR.

The purpose of the work in grammar is to give the student a knowledge of the fundamental principles that make up the science of language,



TEMPE, FROM PORCH

THE BUTTE, LOOKING NORTH FROM NORMAL

and to develop and cultivate in him the ability to apply those principles to the expression of original thought.

The work is pursued inductively, with the sentence as the basis. A thorough study is made of the sentence and of the nature and use of the various parts of speech. As the sentence is considered the most important element of the English language, sentences are examined as they have been constructed by reputable authors, with a view to determining the relation of their structure to the communication of thought.

Grammatical facts are presented simply and the student is led to assimilate them thoroughly. There is constant practice in oral and written discourse, with a special endeavor on the part of the teacher to increase the student's vocabulary.

In the Junior year one hundred lessons are devoted to the application of the principles of grammar to the various forms of English composition. It is expected that the student, from a careful study of authorities, will be able to reconcile statements apparently inharmonious; to construe idiomatic expressions; to discover the laws governing the participial and infinitive constructions; and to discuss the nature and application of the relative pronoun and the relative and conjunctive adverb. It is intended that this course in grammatical analysis shall form a thorough test of the student's knowledge of the science of grammar.

Text-books: Whitney's Essentials of Grammar, Gayley's Classic Myths.

COMPOSITION.

The importance of English composition as a means of developing, strengthening, and broadening the mind is recognized by all. From the study of composition the student is made to realize that his efficiency as a worker along any line depends upon his power to express his thoughts. Our purpose in this study is not so much to give information as to lead the student to the spontaneous expression of his ideas, observations, and experiences.

The course includes both oral and written recitations. The oral work consists of lessons from the text-book and the discussion of such errors as the students have shown themselves most prone to commit. The written work includes a drill in the conventional forms of letter-writing and a special study of the paragraph and its development into the theme. To cultivate observation, ease of expression and regular habits of work many themes are given, advancing by easy steps from simple narration and description to exposition and the construction of argument.

A study of selected poems with the parallel study of poetic form and language constitutes an interesting part of the work.

TOPICS FOR DISCUSSION IN METHODS.

Language lessons—object of, time devoted to, kinds, material from nature, material from literature; lesson-giving—plans for, preparation

for; use of pictures, connection of language lessons with primary reading; proper form of written work, its illustration, method of securing it; object of composition; awakening and sustaining interest; correcting errors; text-books, first use, manner of using; connection of composition with literature.

Text-books: Scott and Denney's composition, Palgrave's Golden Treasury of Songs and Lyrics.

RHETORIC.

Rhetoric is the science which treats of those principles that underlie connected discourse. It is both an art and a science. Considered as an art, its more elementary principles form the basis of composition; as a science, rhetoric seeks to classify and arrange the laws of discourse. The pupil is first assisted in finding a subject of thought, and is then shown how to accumulate, arrange and express the ideas connected with the theme. The learner is conducted, step by step, through the entire work of writing a composition, including the selection of a subject, the accumulation of materials, the arrangement of materials, the choice of words, the use of figures, the variation of expression, the preparation of the manuscript, the criticism of the complete production and the classification of it as a specific form of composition. The point of view kept in this branch throughout is that the study of rhetoric is the constructive study of literature, and the examples adduced at every point aim to show the usages of the best writers.

Masterpieces of literature are studied and criticised with reference to style. In this way the student becomes acquainted with the principles of discourse in a connected form, and is furnished a standard of excellence whereby he may criticise his own efforts.

TOPICS FOR DISCUSSION IN METHODS.

Relation of rhetoric to grammar, to literature; object of study of rhetoric; development of principles and formation of rules; application of principles; selection of illustration; correction of errors in style; use of text-books; supplementary work.

Text-book: Waddy's Rhetoric.

ENGLISH AND AMERICAN LITERATURE.

The aim of the instruction in this subject is to direct and assist the student to read with appreciation the masterpieces of the great authors and to guide him rationally and sympathetically into their thought and feeling. It is recognized that, in order to accomplish this, the environment of the author must be made familiar. This environment must include not only the personal incidents in the life of the author, but also the history of his times, and as a background, a good knowledge of world history and of the history of the English people. For this reason the study of English literature is placed after the historical work of the course.

In a similar way it is intended that the knowledge of the principles of grammar and rhetoric, gained earlier in the course, shall be applied to the study of selections taken from the works of the great authors. But as it is intended that the course in Literature shall be primarily a culture course, the artistic significance of the works studied is held to be of chief importance.

A good text-book will be used as a basis, to be supplemented by an examination of the works of the more important authors found in the library, after the seminary method. In all 270 lessons are devoted to this subject, which includes the theme work of the senior year.

DEPARTMENT OF MATHEMATICS.

Mathematics always have formed, and always must form, an essential element in every course of study. It will hardly be disputed that those qualities of mind which contribute to success in any occupation are the alertness which enables one to take advantage of opportunities as they present themselves, the accuracy which prevents falling into error, and that consecutiveness of thought which enables us to see clearly from the beginning the end to be obtained, as well as the individual steps which render its attainment possible. But these qualities of mind are just the ones which mathematical processes, developed according to psychological laws, are best calculated to produce. It is our aim to so present each lesson in mathematics as to develop accuracy, rapidity and the power of logical analysis. While it is intended that the students shall be made familiar with all those topics in arithmetic, algebra and geometry usually taught in schools of this rank, nevertheless no more topics will be undertaken than can be thoroughly mastered. In all 900 recitations are devoted to this subject, 100 of which are in the Sub-Normal.

ARITHMETIC.

The knowledge to be gained from the study of arithmetic has been classified into knowledge for use, for discipline and as a foundation for future work. In the first year the aim is to ground the pupils thoroughly in principles of arithmetic as laid down in a good text-book. The fundamental facts are reviewed and impressed upon the memory; clearness of statement, neatness and orderly arrangement in written work are insisted upon, and logical demonstrations are always required.

Fractions, percentage, measurements, both common and metric system, interest and discount, especially valuable for their use, will be emphasized during the first year. Supplementary work will be sought for in the various text-books and in original examples by the class. In the second year, after an elementary knowledge of algebra has been gained, the subject is again resumed, algebraic principles are applied in

the solution of examples, and both accuracy and rapidity of thought are cultivated by frequent drills in Stoddard's Mental Arithmetic.

TOPICS FOR DISCUSSION IN METHODS.

The child's first notion of number; the use of objects in teaching numbers, in the decimal system, and in developing the fundamental operations; relative relations of magnitude; the Grube method; analysis and synthesis; oral expressions of analysis; form and variety of written analysis; numbers for the first year; when text-books shall be first used how text-books should be used; when fractions should be introduced; when concrete exercises should be superseded by abstract; correlation with other subjects; educational value; to what extent drill for rapidity is profitable; the logical and pedagogical order of presentation for each topic; when and how definitions and rules should be taught; arrangement of topics in text-books.

ALGEBRA.

Following a plan similar to that taken in arithmetic, algebra is begun in the first year; the elementary processes are learned, and the equation is carefully studied to the end that it may become an instrument in the solution of examples in arithmetic. The distinction between an arithmetical and algebraical solution is pointed out, and a foundation is thus laid for a more extended study of both algebra and arithmetic. The algebra in the second and the junior year is mainly valuable for the ability which it develops to follow a connected chain of reasoning, and this purpose is there made prominent.

TOPICS FOR DISCUSSION IN METHODS.

Suitable illustrations of the significance and use of symbols of operation, of relations, of quantities, of axioms; apt illustrations of the meaning of the terms addition, subtraction, coefficient, exponent, and of all other technical terms used; geometric and graphic representation of the simpler expressions; concise and convenient forms for expressions and relations; transformations of equations; formations of equations; expression of formulas in oral language; interpretation of results; utility and power of algebraic investigations.

GEOMETRY.

The course in geometry includes both concrete and demonstrative, the former being taught in connection with drawing. Demonstrative geometry will embrace both plane and solid. Size-relations will be considered, first by immediate comparison of magnitudes, and afterwards by means of their numerical measure. Abundant exercise in oral demonstration will be given to secure elegance and conciseness of expression, and when this art of rigorous demonstration shall have been acquired, the student will be required to devise his own solutions. In the second semester geometry is correlated with logic.

ASSEMBLY ROOM

TOPICS FOR DISCUSSION IN METHODS.

Basis and value of geometrical investigation; illustration of logical and mathematical terms; of geometrical concepts; formation of them; forms of deductive reasoning; stages in a demonstration; practical application of principles demonstrated; value of the scolium; demonstration by superposition, by reduction *ad absurdum*, by theory of limits, by method of exhaustion; history of geometry.

BOOKKEEPING AND COMMERCIAL LAW.

A course, consisting of sixty lessons, is given in bookkeeping, the object being to render familiar the method of keeping accounts both by single and double entry.

Each student is required to write out a set of blanks, in which he must show neatness and accuracy. Drill is given in rapid business calculations. Care is taken that students are made familiar with the meaning of common terms used in business life, and in addition, that they acquire such knowledge of actual business as the circumstances of the case will allow.

In connection with the bookkeeping forty lessons are given in commercial law. The method pursued is the combined text-book and lecture, the former being used for definitions and frame work, while the latter consists largely of the application of the principles set forth in the text-book to actual business experience.

TOPICS FOR STUDY IN ACADEMIC WORK.

Bookkeeping: Abbreviations; signs; classification of accounts; double entry; day book; journal; posting; closing ledger; commercial forms; bill books; invoice book; shipments; account sales; partnership; farm accounts; balance sheet.

Commercial Law: Principal and agent; contracts; effect of statute frauds on contracts; partnership; sales; guaranty and endorsements; commercial paper; warranty; insurance; real property; transfers of real property; title by gift, devise and descent; wills.

Text-books: Bookkeeping, Williams & Rogers; Commercial Law, Clark.

References: Commercial Law, Roger & Williams; Compendium of Commercial Law, Townsend; Principles of Commercial Law, Musselman.

DEPARTMENT OF SCIENCE.

The aim of the work in this department is not so much the collection of a large store of facts as the thorough training of the student in systematic methods of scientific study and the inculcation of habits of

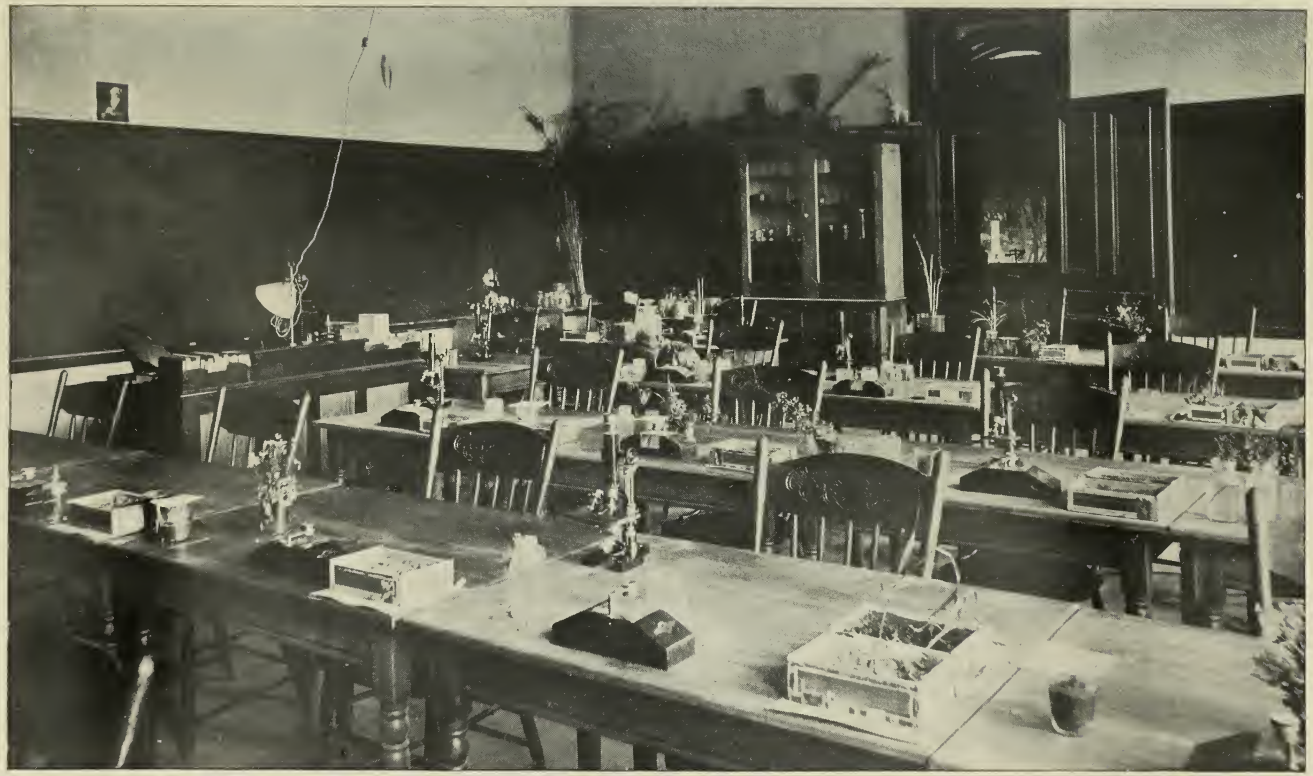
close and accurate observation, orderly thought and logical expression. The student is required to obtain a working knowledge of the fundamental principles of the sciences, and is led to recognize their practical application. The laboratory courses offered both in the physical and natural sciences afford abundant opportunity for acquiring facility in the manipulation of apparatus and in the handling of material. The instruction is chiefly academic, its application to nature work in the elementary schools being reserved for the practice department, where each subject receives special attention. However, in selecting the exercises and in conducting the recitations, the attention of the future teacher is frequently directed to the availability in his chosen calling of the knowledge he is here acquiring. The laboratories for work in physics, chemistry and biology are commodious, well lighted and suitably equipped with apparatus of the latest design, new pieces being added from time to time as new discoveries in the scientific world and the progress of methods demand. There is a large and growing collection of material for illustration in biology and geology, which during the last year has been increased by many specimens, contributed by individuals. Such contributions are always acceptable, as by this means it is often possible to obtain valuable and useful material for illustration and study.*

BOTANY.

The study of botany is peculiarly adapted to cultivate the powers of observation, and to arouse an interest in, and a love for the beauties of nature. For this reason a knowledge of plant life is especially valuable to the teacher, as furnishing a basis for attractive and interesting courses of nature study for all grades of the elementary schools. The underlying principles of vegetable anatomy and physiology are dealt with in as thorough a manner as practicable, but the fact is recognized that the life relations of plants are of more interest and importance to mankind in general. The student is, therefore, not allowed to restrict his horizon to the limits of the vegetable cell, but is led to study the relation of the plant to the conditions under which it lives, and to the effects of soil, climate and other factors of environment upon its form, structure and habits.

The work begins in the spring, with a laboratory study of the conditions affecting the germination and growth of the seed, followed by an investigation of the morphology, structure and functions of root, stem, leaf and flower. The subject of plant relations, to which the attention has heretofore frequently been called, is now treated more fully, and the course closes with a study of typical plants illustrating the leading types of vegetable life, thus giving the student an introduction to systematic botany. The entire course is illustrated by

* The value of specimens of all kinds is greatly enhanced by attaching to them a label bearing the date of collection, locality, name of donor, remarks as to scarcity, abundance, utility, etc.



BIOLOGICAL LABORATORY

experiments performed by the individual student in the laboratory and by field trips at frequent intervals. Each student is required to keep a neat and systematic record of all his observations and investigations, and to illustrate the same by careful drawings and sketches. The laboratory is well supplied with dissecting microscopes and apparatus for the preparation and study of such material as is required in the course, and the student is constantly referred to standard works in the library.

The varied and interesting flora of the Salt River valley, and of the surrounding mountains, is amply sufficient to furnish abundant material and to arouse a desire for original research.

"Plant Studies," by Dr. J. M. Coulter, is used as a text in the class work and the students are constantly referred to standard works on botany in the library.

The Atlas system of separate leaf note-books is used in the laboratory work, and notes are required to be written at first hand in the laboratory.

TOPICS FOR DISCUSSION IN METHODS.

Definition of Nature study; relation to the other subjects of the course; Nature study as a basis for the school work—number work, language lessons, geography; formative value of lessons on plants; content value; awaking and sustaining interest; cultivation of power and habits of careful observation; development of aesthetic taste; sense of touch; sense of smell; harmony of color and of form; expression; modeling, drawing and painting; written work; grading of lessons; collection and preservation of material; aquaria for aquatic plants; window boxes; boxes for seeds; garden plats and their arrangement, assignment and care; relation of plants to each other; plant societies; sunlight and shade; temperature; water; soil; relation to animals; to man; weeds; useful plants; irrigation; acquaintance with plant material to be obtained at different seasons and in different parts of the Territory; arrangement of work with reference to the seasons; experimental work; construction of apparatus; suitable reference books; supplementary reading.

ZOOLOGY.

This course consists of a laboratory study of types of the more important groups, supplemented by discussions of fundamental principles. Here, as in the botany work, the powers of observation are stengthened and habits of careful, systematic thought are developed.

The student is required to do a large amount of study out of doors, field trips by the class as a whole, or in groups, being an important feature. The student keeps a careful record of his laboratory work and of the supplementary lectures, illustrating his notes by drawing. The life relations of animals, as well as their structure and physiology, are studied, and attention is called to the progressive development of types leading up to an understanding of the theories of organic evolution.

Jordan and Kellogg's "Animal Life" is used as a text and reference in the class work, and the system of laboratory note taking is uniform with that used in the work in botany. In addition, a number of well selected reference works by standard authors are available in the library and the student is directed in their use.

TOPICS FOR DISCUSSION IN METHODS.

Devices for collecting and preserving insects, rearing larvæ, etc.; making and maintaining aquaria; relation of zoology to number work; relation of animals to man; useful animals; destructive animals; cruelty to animals; protection of animals against wanton destruction; graded nature lessons for elementary schools; work for different seasons; kind and amount of direction by teacher; use of text-books; reference books; collections of illustrative material.

PHYSIOLOGY.

The general ideas of life processes which the student has acquired in the course in zoology are here worked out in detail in their application to human physiology. The subject of anatomy is made subordinate to a clear understanding of physiology and hygiene. The entire course is illustrated by class experiments and by dissections performed upon small animals. The compound microscope and the solar projection microscope are used in demonstrating the minute details of structure, an excellent series of histological slides being available for this purpose.

The class work is based upon Macy and Norris's General Physiology, which is used as a text.

TOPICS FOR DISCUSSION IN METHODS.

Methods of observing the form and structure of organs; illustration of functions; dissection of small animals; procuring illustrative material; use of blackboard drawings; use and manufacture of charts; use of skeleton, manikin, casts and models; reference books; laboratory work; apparatus for experimental demonstrations.

PHYSICAL GEOGRAPHY.

This course presupposes a thorough knowledge of elementary geography in all its aspects. The scope of the work includes a consideration of the earth's place in the universe, and a brief discussion of its form, size, motion, and of its relation to the other members of the solar system. The earth is considered as being surrounded by two great envelopes, the atmosphere and the ocean. The atmosphere is first discussed, and in this connection the students are required to make and record daily observations of the condition of the weather, the height of the barometer (reduced to sea level), the temperature, dew point and relative humidity. From these records curves are constructed showing graphically the conditions which prevail from month to month during the course. The observations made by the students are compared with

PHYSICAL AND CHEMICAL LABORATORY

CLASS-ROOM -- PHYSICAL GEOGRAPHY AND PHYSIOLOGY

the daily bulletins furnished by the government weather service, thus impressing upon the mind an idea of the practical nature of the work. The subject of storms is illustrated by a carefully selected series of weather maps, placed in the hands of the student for study. Climatology is given a prominent place in its bearing on the geographical distribution of animals and plants. The study of the land is taken up as a half-term course in dynamical and structural geology, enough time being devoted to historical geology to enable the students to become familiar with the leading principles of the development of life upon the earth and to understand something of the methods of geological research.

Dryer's Physical Geography is the text used, but the students have access to a number of other texts for comparison and the list of references is supplemented by the reports of the United States Geological Survey, Coast Survey maps and charts, etc.

TOPICS FOR DISCUSSION IN METHODS.

Development of ideas of place, position, distance and direction; ideas and physical features of home location, occupation of people, product of locality, representation by maps of school districts, precinct, county, territory; how to proceed from home geography to that of State; value of vivid description and graphic representation; appeals to the imagination; presentation of the study of the earth as a whole; subdivision of the earth's surface; use of text-book—time of, extent of, manner of; map drawing—place of, value of, manner of conducting; exhibition of products—natural, artificial; construction and use of simple apparatus; value of experiment; sand and clay models; use of maps, charts; graphic method of illustration as applied to comparative areas, wealth, industries, production, temperature, rainfall; explanation of phenomena —day and night, change of seasons, weather; collection and use of specimens; kind and amount of additional reading; supplementary material; outlines; field observation; excursions; original notes on geology, geography and familiar weather phenomena.

CHEMISTRY.

The course in chemistry is intended to precede immediately that in physics. The student thus begins the latter study with a knowledge of the atomic theory and the chemical constitution of matter, and has already acquired considerable facility in the handling of apparatus. The course consists of laboratory work, supplemented by lectures and recitations. The method of note-taking is similar to that used in the course in physics. The laboratory is provided with work tables of approved design, and the equipment, both apparatus and chemicals, is excellent. The text used is Williams' Elements of Chemistry.

TOPICS FOR DISCUSSION IN METHODS.

Amount and kind of direction by teacher in experimentation; preparation and use of simple appliances for illustration and investigation;

selection of matter suitable to nature-study lessons in the grades of the common schools; use of text-book; use of note-book; value and use of representation, by drawing, by symbols, by equations.

PHYSICS.

The aim of the work in physics is two-fold—first, to give the student a knowledge of the theory of the constitution of matter and of the physical laws governing its phenomena, and, second, to acquaint him with the use of experimental methods in scientific study and investigation. The laboratory method is used, the student being required to perform a series of selected experiments, both qualitative and quantitative. The experiments used are largely chosen from the Harvard preparatory course. An improved method of note-taking is used, the notes being written up at first hand directly from the experimental work upon separate sheets of paper, which, after examination by the instructor, are bound into a cover for preservation and reference. The student is taught to control the inevitable errors of measurement and to understand the value of a mean of a series of observations. He also learns to plot his results in graphic form by means of curves. Loss of time is prevented by providing each individual student with a complete set of the instruments and pieces of apparatus most frequently used. The field of view is broadened by constant reference to standard works by different authors in the library. The course is amplified by frequent quizzes upon the laboratory work, and by lectures upon the underlying laws and principles.

Hoadley's Brief Course in Physics will be used as a text. Beside the works of reference in the library, a number of scientific periodicals are regularly taken, to all of which the students have access.

TOPICS FOR DICUSSION IN METHODS.

Preparation, presentation of, and time devoted to nature-study lessons for the grades of common schools; illustrations of the principles of the simple laws of physical science; simple devices for illustration; aid and direction from teacher, kind of, amount of; text-book, when and how used; note-book, use of; representation, by drawing, by formula.

DEPARTMENT OF HISTORY, CIVICS AND ECONOMICS.

As one of the avowed purposes for which this Normal School was founded was to give instruction "in the fundamental laws of the United States, and in what regards the rights and duties of citizens," it follows that the study of history, and of civics, its cognate subject, must be given an important place in the course. Nor could the legislative intent

be properly carried out by confining the attention to the history and government of the United States. Our laws and our institutions are not alone the creations of a people native to this continent; but their origin must be sought in the records of nations who flourished and passed away before this country was known to our ancestors. All good citizenship must rest upon knowledge, and especially upon an acquaintance with those causes which have led to national prosperity or decay.

Believing, then, that an appreciative knowledge of the history of our own country must have for a background a good knowledge of world-history, the courses in this department have been so arranged as to lead up to a careful study of United States history in the Junior year.

In the earlier part of the course it is sought to impress the leading facts of history upon the memory, and to make them vivid by the use of the imagination. As the subject progresses, however, the disciplinary side is emphasized, and finds its culmination in the seminary work, which is pursued by the pupil in the library, under the direction and the advice of the instructor. A total of 420 recitations are devoted to history, and 120 to civics and civil government.

Throughout the course note-books are kept by the students, practice is given in the making of outlines and summaries, supplementary readings are assigned, and set papers are written from time to time allowing for original investigation within limits suited to the student's capacity.

UNITED STATES HISTORY.

The course in United States history is divided into two parts, one of which comes in the Sub-Normal year, and the other in the Junior year. The object in the first is to make the pupil acquainted with those leading facts of our national history which every intelligent citizen should know. The text-book is made the basis of the instruction, but it is supplemented by the reading of biographical and other works connected with the events studied.

The course is carried through one semester, and 100 recitations are devoted to the subject. Text-book: Fiske's History of the United States.

After an interval of two years, when the mind of the student has become more mature, and the horizon widened by the study of other nations, this subject is again taken up for one semester. A rapid review of modern history is given, and topics are then assigned to be developed by the student.

The preparation of these topics enables the student to see through his own work something of the way in which history is written. While the topics are, of necessity, limited in scope, they introduce the student to the method of historical investigation. Besides the individual work, each student is held responsible for the work of the course, which is carried on by means of outlines presented by the instructor, to be filled in by the student through assigned readings. These outlines and readings form the basis for class discussions.

GENERAL HISTORY.

In the elementary course in United States history the facts learned are chiefly valuable for guidance; but hereafter the instruction is increasingly devoted to the disciplinary side. Facts are to be learned, but more attention is paid to their proper connection, and their importance is tested by the consequences which flowed from them. The aim is to lead the pupil to discover the facts and to trace the consequences. This course in general history is pursued during two semesters. In the first, 100 lessons are devoted to the ancient monarchies and Greece; in the second, 100 lessons are given to Roman mediæval and modern history. There are frequent references to the library, which are intended to supplement the work in text-books.

During the second semester of the second year 100 lessons are given to the study of English history so as to secure a better foundation for the further study and understanding of United States history (seminary) in the Junior year.

The constitutional aspect of English history is particularly emphasized.

Text-books: Myer's General History, with frequent reference to Fisher's Outlines of Universal History, Botsford's History of Greece and Mommsen's Student's History of Rome, Montgomery's Leading Facts in English History, supplemented by Gardiner's Student's History of England.

TOPICS FOR DISCUSSION IN METHODS.

Correlation of history and geography, of history and literature; selection of matter suited to the several grades of common school work; methods of presentation; fairy tales, Bible stories, stories of adventure, biographies; use of text-book; historical novels and poems; the influence of climate and physical features; advantages of following chronological order; criticism of text-books; educational value of historical study; history as a foundation of patriotism; use of historical cards, charts, maps, pictures and topical outlines.

CIVICS.

In the first year of the Sub-Normal course civics is pursued for one semester, three times each week. The object here is three-fold—to make the student acquainted with the elementary principles of law necessary for his protection in the enjoyment of his absolute rights; to render him familiar with the means adopted by society to preserve order, and to redress civil wrongs in his locality; and to lay a foundation for the study in detail of the essential features of our state and national governments. Elementary law is taught from the text-book, and illustrated as far as possible, by examples taken from the experiences or observations of the pupils. The frame work of local government is taught by witnessing the trials in justice's court, by mock trials, by visits to the polls on election days, by attending the sessions of the common council and

by comparing the results of these observations with the directions given in the revised statutes of Arizona. After a study of local conditions, the horizon is broadened to include those features of the state and national government which correspond to the local institutions.

Text-book: Elements of Civil Government, Peterman.

References: 1, Civil Government, Fiske; 2, Government of the American People, Strong & Schafer; 3, Rights and Duties of American Citizenship, Willoughby.

CIVIL GOVERNMENT.

After the completion of the courses in history, the study of our government is resumed. An elementary knowledge of the subject will be assumed, and the attention will now be directed to the study of the national constitution, to the relation which the nation bears to the state and to the territories, and vice versa. A text-book is used as a basis, supplemented by lectures, outlines, individual reports, and assigned readings.

TOPICS FOR DISCUSSION IN METHODS.

Correlation with history; method of study by observation; use of text-books; criticism of text-books; the synthetic method; political machinery; value for cultivating patriotism; organization of child's fund of knowledge; value of illustrative trials and elections by the class; method of conducting each; how the study contributes to good citizenship; comparison of our own with other forms of government. Text-book used, Thorpe's.

ECONOMICS.

A short course in economics is given in connection with the course in civil government.

The purpose of the course is to prepare young teachers to understand the great current laws of industrial social life, and to be able to instruct the youth in the common schools in the correct principles of thought and action in regard to the social and industrial questions and business opportunities.

Economics treat of man in all phases and conditions of society. The principal topics for discussion are: Production, exchange, distribution, consumption, taxation, interest, capital, laws of rent, division of labor, monopolies, corporations, co-operation, etc.

DEPARTMENT OF THE MANUAL ARTS.

Training in the manual arts in this school is limited, at present, to a study of penmanship, drawing, clay modeling, and some constructive paper and cardboard work—all indispensable forms of expression in the the lower school. These subjects are closely allied, skill in each branch

involving an automatic control of hand, eye and brain in harmonious action; therefore, exercises leading to this end in one branch will constitute valuable preparation for all the work which is to follow.

The general aims of this department may be summarized as follows: To make the hand spontaneously obedient to the mind through the education and co-ordination of the motor centres of the hand; to train the perceptive faculties; to develop organic skill in the delineation of simple objects and original or historical designs in several mediums, such as chalk, pencil, charcoal, inks and clay; to cultivate artistic taste and feeling; to develop ambidexterity; to secure a clear, rapid and individual handwriting; and to give an insight into the pedagogical value of all forms of manual training, especially drawing.

PENMANSHIP.

This subject is taught during the Sub-Normal year. Thorough drill is given in movement exercises. At first these movements are made large and then gradually decreased in size. When the muscles have become accustomed to act smoothly and freely the same motion is carried to the formation of the letters. Considerable time is devoted to practice at the blackboard. It is expected that each student will have acquired a good, free, vertical handwriting by the close of this year.

DRAWING.

The first 40 lessons of the first year of the Normal Department are devoted to large movements of both the right and the left hand and arm, the hands working sometimes together, sometimes alone. They involve many combinations of the circle and other geometric forms, as well as some of the usual drill exercises for writing. The time is divided between work at the board and at the desk, the aim being to develop boldness and rapidity of movement, muscular control, ambidexterity, accurate perceptive judgment, and an ability to co-ordinate movements skillfully.

A portion of the time is given to the drawing of objects; to the study and practical application of the elements of design; and to construction.

The 40 lessons of the second semester are given to constructive problems, including perspective, to grouping of objects, nature work, designing, and to blackboard drawing.

The first 40 lessons of the second year is a continuation of the previous course, together with a study of light and shade, of color, and the making of working drawings of geometric solids (including the principal type forms) and simple objects, and to their construction, from the drawings, in paper or cardboard. This work necessarily includes a study of the geometrical facts and principles involved in the form constructed, which makes it a valuable preliminary to the study of geometry in the Junior year. The second semester is given to designing, lettering, and to a study of historic ornament. An effort is made to make this work thoroughly practical. All designs are prepared for specific use, such as

MUSIC ROOM

DRAWING DEPARTMENT

wall paper, oil cloth, fabrics, panels, carving designs for articles of furniture, etc., and are finished as nearly as possible in the form adopted by the practical designer.

In the Junior year the 80 lessons are devoted to free hand drawing and modeling. An effort is made to develop in the students a love for the beautiful in art and nature, through a study of artistic objects, historic ornament, casts and pictures, as well as to give skill in the delineation of simple subjects, including natural forms. In this year the pencil, charcoal, pen-and-ink and color are used as mediums.

In the Senior year 40 lessons are given to the study of the value of drawing as a mode of expression in childhood, and as a means of educating the mind. Children's drawings are collected, studied and classified, and the conclusions drawn from such study compared with those put forth in the best literature on the subject. A comparative study of the best drawing and manual training systems and courses of study is also made, with a view to determining the best methods of teaching the manual arts, and for employing them as a means of expression in the various lines of school work.

MUSIC.

Instruction in this branch comprises vocal music only. Its aim is to give such a knowledge of the elements of music and practice in singing as will enable the student to conduct singing exercises in the common schools, and to inspire the pupils with a love for this refining and ennobling art.

The general aim in this study is to develop the natural musical talent of the pupil, so far as the singing voice is concerned, treating the voice as a musical instrument and perfecting it as such to as high a degree as the time allotted to this study will permit in class work. But much may be accomplished by the ambitious student outside of the class-room, by the daily practice of the vocal exercises used and application of the principles taught in the school.

Our course provides vocal practice that will insure pure intonation and good enunciation, also the ability to read at sight, from the staff, in all of the commonly used keys. The latter is simplified by chart work and the use of the modulator applied to the staff. Damrosch's Popular Method of Sight Singing is also used as a text-book in this connection. Chorus drill in part singing is an important feature of the musical course, as the school is equipped with the latest and finest song book ever issued, "The Laurel," edited by William L. Tomlins, the noted chorus master and trainer of children's voices.

METHODS.

The child voice; vocal economy; registers; mutation, or change of voice; phrasing.

MILITARY DRILL.

By the placing of military drill in the school course, several important objects are gained. In the first place, it is a valuable means of physical culture and training of the muscular sense. The exercise attendant upon a lively drill in the open air is of a nature well calculated to overcome the effects of close application to study, to promote a healthy circulation and to prepare the mind for more vigorous effort. Again, daily attention, even for short periods, to correct position in standing and walking gives a springy step, an erect carriage and a soldierly bearing that can scarcely be attained by any other means. Moreover, the strict discipline which is inseparable from properly conducted military work is eminently conducive to the acquiring of orderly and systematic habits, personal neatness, prompt response to direction, and self-control. At the same time, the gradation of authority and division of responsibility from private to captain, furnish a valuable object lesson in government, while the actual military knowledge gained makes the student a more valuable citizen, preparing him, as it does, the better to take upon himself the work of his country's defense in time of need. The objection which has sometimes been opposed to military drill because of its one-sided character is entirely met and overcome by the use of the setting-up exercises, the bayonet drill and the calisthenic exercises with and without the piece, while the attractive nature of the work gives to it that spontaneous character without which exercise is valueless

The course, which is required of all male students who are free from physical disability, includes the "setting-up exercises" as prescribed for the United States army, the school of the soldier, the school of the company, the bayonet exercises, calisthenic and bar-bell exercises, extended order work and battle formation for the company acting alone, the ceremonies of parade and guard mounting and the duties of sentinels. The principles of battalion movements are explained and outlined in order to illustrate the relation of the company to larger bodies of troops.

By an act of the Twenty-First Legislative Assembly of the Territory of Arizona the military organization of the Normal School of Arizona is made a part of the National Guard of this Territory, to be known as the Normal School Cadet Company. The military instructor holds the rank of Captain, and commissions are issued to the student officers of the company. Upon graduating from the institution, or being honorably dismissed therefrom, such officers may resign their commissions or hold the same as retired officers of the Cadets, liable to be called into service by the Commander-in-Chief in case of war, invasion, insurrection or rebellion.

Under this law the requisite ammunition and accessories for a course in target practice will be furnished to the institution each year.

During the present year the Cadet Company has operated in conjunction with a battalion of the National Guard in field maneuvers, thereby gaining practical experience in the routine of camp life, guard

1. ARMORY 2. CADET COMPANY

duty, battalion drill and in extended order work on a larger scale than is possible in the company. It is expected that opportunity will be given each year for similar practical work.

The drill is conducted in strict accordance with the regulations of the United States army, and the company is annually inspected by the officers of the National Guard.

The uniform which is required to be worn at all drills, is of cadet grey, neat in style, serviceable and comfortable. Directions for ordering the uniform will be furnished to prospective students upon application to the president.

Drills will occur four times per week during the year. None are excused from the regular drills except upon the presentation of a written certificate of disability signed by a physician.

ATHLETICS.

Interest in athletic work is encouraged among the students and dressing rooms and baths are provided for members of the teams while training. The success of the work in this line is indicated by the championship cup of the territorial foot ball league which has become the property of the Normal eleven.

DEPARTMENT OF PHYSICAL TRAINING.

While the primary object of a school of this kind is the training of the mind, we must recognize the fact that it is impossible to obtain satisfactory mental work if the physical condition of the student is neglected. The maxim "A sound mind in a sound body" should carry the same force today that it did with the ancient Greeks. Students away from home and occupied with their studies are prone to neglect the matter of muscular exercise. For this reason, if for no other, some form of physical drill is a neccessary adjunct to a normal school course. The ordinary track athletics and field games furnish an excellent means of muscular development, and these are encouraged among the students in so far as they do not conflict with the school work. However, the fact remains that such exercises can be of benefit to comparatively few of the students and those for the most part of the male sex. In order, therefore, that every member of the student body, regardless of sex, may have opportunity for physical drill of the proper amount and kind, there have been provided a course in physical culture work for the young women and military drill for the young men.

The work in physical training is recognized as an important branch of the school work, and all girls are required to take the course.

The object of the work is to preserve the health of the students; to train correct habits of muscular action; to develop the body; to discriminate between useful, effective exercises and harmful, injudicious

ones; and to prepare students to supervise and to connect the physical with the mental side of the education of their classes.

The series of exercises prescribed for the young ladies of the school consists of a system of free gymnastics; that is, of movements performed without apparatus. The course comprises six sets of movements, about one hundred in all. These are arranged on the same general plan in each set, the first being intended to give control of the muscles used in standing and to give the power of maintaining perfect immobility of body without rigidity. Then follow movements specially designed to develop certain muscles, beginning with those of the feet and ankles and taking in order those of the limbs, trunk, shoulders, neck and arms. These movements are graduated, beginning with the more simple and gradually increasing in difficulty as the power and flexibility of the muscles are developed. When sufficient grace and ease have been attained, drill movements in unison are introduced, bringing the spirit of play into the work with the attendant benefits derived from the healthy interest aroused. All movements are performed to the accompaniment of music, the inspiration of which insures interest and spontaneity.

Four hours per week are devoted to these exercises.

DEPARTMENT OF PROFESSIONAL INSTRUCTION.

The distinguishing characteristic of the normal school lies in the fact that, besides an academic course, it offers a course in the method of instruction and practice therein. The subjects that are classed under the head of professional instruction are psychology, pedagogy, the history of education, logic, ethics, and the practice in the training school.

PSYCHOLOGY.

The instruction in psychology has been classified as elementary and advanced. The elementary course comes the first semester of the Junior year. It precedes pedagogy and follows physiology, where special attention has been given to the study of the nervous mechanism. The aim in the elementary course is to aid the student in developing the power and fixing the habit of observing, and of analyzing and interpreting the physical phenomena attendant upon the mental activities and states. The observation of the manifestation of mental powers and conditions is directed both to the child and to the ego. Text, Psychology and Psychic Culture, Halleck, American Book Co.

The work of the advanced course, which comes the first semester of the Senior year, is a more comprehensive investigation and discussion of the whole subject, and is intended to give the student such a knowledge of the states, powers and activities of the mind, their inter-relations and the laws governing their growth as will enable him to pursue a rational course of procedure in his professional work. Text, James's Briefer Course, Henry Holt & Co.

PEDAGOGY.

The course in pedagogy comes the second semester of the Junior year. This course deals, in the first place, with the subjects to be taught, and in the second place, it shows how knowledge is acquired. This leads to methods of instruction. The practical illustrations are found in the observation lessons of the training school and of the public school of Tempe, which we have been very kindly permitted to visit. Text, Method in Education, Roark, American Book Co., and Method of the Recitation, McMurry, Public School Publishing Co., Bloomington, Ill.

HISTORY AND PHILOSOPHY OF EDUCATION.

In a general sense the history of education is the story of the growth and development of the human race; but this course is restricted to a brief sketch of the ancient systems of education, those of India, Egypt, Persia, Greece, Rome and the Jews; the lives of Socrates, Plato, Aristotle, Cicero, Seneca, Quintilian, and Jesus; the schools of mediæval and modern times; a study of the lives of noted educational reformers, as Comenius, Pestalozzi, Herbart, and Froebel, and the principles advocated by them; and a comparison of the school systems of Germany, France, England and America. Text, History of Education, Painter, Appleton.

ETHICS.

In its history the subject of ethics is closely related to the history of education. The purposes that underlie the system of education of a country will give us a clue to the principles upon which its people base their life and conduct. For this reason the first part of the work is an historical study in connection with the history of pedagogy. Toward the close the work becomes more practical. Some modern text is selected for this work. The present year the class used Kidd's "Social Evolution," published by the MacMillan Co.

LOGIC.

The study of logic is based on psychology. The point of departure is found in the chapter on thought. This course deals mainly with the concept, the judgment, the syllogism, analysis and synthesis, and induction and deduction. From the historical side Socrates, Aristotle, and Bacon receive special attention. Text, Lessons in Logic, Jevons, MacMillan Co.

METHODS OF TEACHING.

The work in methods of teaching is a continuation of the course in pedagogy and occupies forty weeks, five periods per week, being about equally divided among the following: Principles of teaching; mathematics; language, including history, reading, spelling, English, and geography; nature study and expression, including drawing, writing, etc.

The course will be conducted by the training teacher with the co-operative assistance of the entire Normal faculty. Each special teacher is expected to map out in a series of lectures and type lessons the scope of his particular branch of study, and to indicate in a general way the best method to be employed in presenting it in the different grades.

The text-books used in this course are McMurry's "Special Methods in Literature and History, Geography, Science, and Reading." The study of these texts is preceded by a thorough discussion of the basic principles of teaching.

In the study of special method, after the subject matter and plans of teaching a subject are discussed, typical lessons are presented in the presence of the class to one of the training school classes by a student or the critic teacher. These lessons are observed, criticised, and discussed by the class. In addition to these lessons, the pupil teachers of the subject under discussion are expected to present model lessons in their classrooms to be observed by the class in methods, criticisms of such lessons being read in class or handed to the critic.

Through the courtesy of the faculty of the public school the student teachers are allowed to visit the work there, and thus the practical application of the method work is seen under the conditions which must be met by the graduates in the schools of the Territory.

The seniors also visit the schools in the rural districts in the vicinity of the Normal. Questions relative to school government and general criticisms upon the work of the student teachers as a whole, are discussed in this class by the critic teacher at least once each week.

TRAINING SCHOOL.

What the laboratory is to the student of Physics and Chemistry, the Training School is to the senior in the Normal School. It is here that he may see the application of the theories and principles which he has studied in his previous course. This school occupies a building adjoining the Normal, is under the control of the Normal School board and is equipped with all the aids employed in the best schools.

Each senior is expected to give one hour per day for thirty-six weeks to this work.

At the beginning of each quarter, with the assignment of classes, each pupil receives a general outline of the work he is expected to do in his class. With this outline as a guide he prepares his daily lesson plans. These are handed to the critic teacher two days in advance of the time when the lesson is to be presented and are corrected by her and discussed with the student. In this way the work given to the pupils in the Training School is freed from error, and the possibility of incorrect subject matter or poor presentation is reduced to a minimum.

While the Territorial course of study is followed in the Training School, yet the conditions governing the school are such as to admit of much more work than that course requires, and the pupil teacher should find here a school that closely approximates to the ideal, and the

TRAINING SCHOOL

training given here should fit the student to give to his pupils only the best when he becomes a member of the Territorial teaching force.

During the coming year the Junior class will be expected to spend one hour each week of the third quarter in the Training School observing the work done by the pupil teachers. Criticisms upon the lessons observed will be handed to the training teacher and the lessons will then be discussed by her in the presence of the pupil teacher who gave the lesson and the junior critic.

The Normal Training School, so far as environment is concerned, leaves little to be desired. The building is commodious and airy, and has a homelike appearance; while the grounds, which are but an extension of the Normal campus, are large and attractively laid out, and furnish ample room for recreative sports and for a school garden.

The number of pupils is limited to twelve in each grade, and the tuition is free. Application for admission to the Training School must be made in the month of September, and each application will be acted upon in the order in which it is received. The same method will be observed in filling any vacancies that may occur during the year. The places of all pupils that are not present at the opening of the Training School year will be filled by those next upon the list.

COURSE OF STUDY FOR TRAINING SCHOOL.

FIRST GRADE				SECOND GRADE			THIRD GRADE			FOURTH GRADE		
SUBJECTS	No. Recitations per week	Length of Recitations	*Time Given to Study	No. Recitations per week	Length of Recitations	*Time Given to Study	No. Recitations per week	Length of Recitations	*Time Given to Study	No. Recitations per week	Length of Recitations	*Time Given to Study
Arithmetic	5	15	.....	5	20	15	5	20	20	5	20	20
Reading	15	20	.....	10	20	15	5	25	20	5	25	20
Spelling	Part of	Rea	d'g	5	15	15	5	15	20	5	15	20
Language { Science... History..	} 10	20 & 10	.....	10	20	.....	10	20	.....	5	30	.....
Writing	10	10	.....	5	20	.....	5	20	.....	5	20	.....
Drawing	5	15	.....	5	20	.....	} 5	25	.....	} 5	25	.....
Manual Training	5	20	.....	5	20	.....						
Music	5	10	.....	5	15	.....	5	15	.....	5	15	.....
Geography	.....	.....	.....	.....	.....	.....	5	25	.....	5	25	.....
General Exercises	5	20	.....	5	20	.....	5	20	.....	5	20	.....

* Study one period under direction of teacher.

NOTE:

1st Grade spends 4 hours in school daily.

2d Grade spends { 4 hours in schooi daily, 1st term. 5 hours in school daily, 2d term.

3d and 4th Grades spend 6 hours in school daily.

CLASS-ROOM

TRAINING SCHOOL

ASSEMBLY ROOM

The Normal School of Arizona, Tempe.

GENERAL INFORMATION.

LOCATION.

The Normal School of Arizona owes its existence to an Act of the Territorial Legislature, approved March 10, 1885. Is is located at Tempe, a city of 1200 inhabitants, nine miles from Phoenix, the capital of the Territory. It has railroad connections with the Southern Pacific and the Santa Fe systems by the Maricopa and Phoenix and Salt River Valley R. R.

The climate during the whole school year is delightful. The school is located in the midst of an intelligent and moral community, engaged in farming and fruit raising. The buildings are of the latest design, provided with all the modern conveniences, well adapted to school purposes and pleasantly situated. Six church societies hold services in this city.

DESIGN.

The legislative enactment which established this Normal School (Chap. III, Par. 2515, Sec. I, Code of Arizona) provides that instruction shall be given in the "art of teaching," and also "in all the various branches that pertain to a good common school education"; also, "in the fundamental laws of the United States and in what regards the rights and duties of citizens." An examination of the present course of study will show that the legislative intent has been carefully observed.

BUILDINGS.

NORMAL BUILDING.

The new Normal School building was erected in 1894. It is a commodious structure, 136 feet long, 80 feet wide, and three stories high; the lower story is of brown sandstone, the other two of red pressed brick with sandstone trimmings. This edifice is beautiful in architectural design, convenient in arrangement, and substantial in construction.

MODEL SCHOOL.

The building first used for school purposes was erected in 1886, is a one-story brick structure, 70 feet long and 60 feet wide, with a broad veranda entirely surrounding it, and a ten-foot hall extending through

it from north to south. The building has been remodeled and completely furnished for a training school. It contains an assembly-room, teachers' office and four class-rooms. It is a perfect home as well as a model school for the pupils of the training department.

DORMITORY.

Realizing the necessity of a dormitory for the accommodation of lady students of the Normal, the Twenty-first Legislature, by unanimous vote, approved by the Governor of the Territory, imposed a tax sufficient for the purpose, and as soon as it is available, which will be some time during the ensuing year, work will be begun on the new building and pushed as speedily as possible to completion. It is proposed to erect a substantial building, commodious enough to form a complete home for at least 30 lady students.

It is expected that this building will be completed and ready for occupancy by Sept. 15. The rooms will be heated with hot air and lighted by electricity. The approximate cost to students for board and room will be $15 per month. The rooms will be comfortably furnished, but students are expected to provide their own bedding and linen.

THE CAMPUS.

The Normal grounds, which cover an area of twenty acres, have recently been newly laid out by an experienced landscape gardener, at an expense of nearly $2000. A fine system of graveled drives has been constructed, and bordered with grass plats and lined with trees and shrubbery, the latter having been selected with a double purpose in view, that of beautifying the premises and at the same time furnishing illustrative material for the work in botany. Many species of palms, cypresses and other plants foreign to this region have been planted, and a tract has been reserved for the typical plants of the desert, including the cacti, of which a large number has been obtained. The campus includes a parade ground for military drill, a basket-ball ground and tennis courts, and plans are now under consideration for an athletic field, including a running track and a football ground. A space has been set aside for a garden, which is used in connection with the nature work in the training school.

DEPARTMENTS.

The school is organized in three divisions—the Normal, the Sub-Normal and the Training. The Sub-Normal course consists of one year, and only those are admitted to it who have done an amount of work equivalent to that taken in the first eight grades of the public schools. The Normal department consists of a four years' course, one-fourth of which is devoted to strictly professional instruction. The training department is an adjunct to the Normal proper, and is designed to give the members of the senior class actual practice in teaching.

LIBRARY

LADIES' RECEPTION ROOM

PRINCIPAL'S OFFICE

ADMISSION.

1. THE SUB-NORMAL.

No one will be admitted to the Sub-Normal department who has not completed the first eight grades of the Territorial common school course.

2. THE NORMAL.

Candidates for admission to the Normal department will be required to pass an examination upon all the subjects in the Sub-Normal course. Certificates from an accredited school will be accepted in lieu of an examination.

3. ADVANCED STANDING.

Candidates for advanced standing in the Normal department must convince the faculty that their preparation for any particular subject has been sufficiently thorough to enable them to pursue it profitably. This preparation may be shown either by an examination, by class records in the Normal, or by the certificate of accredited schools.

4. TIME OF ADMISSION.

Students will find it greatly to their advantage to enter the Normal at the beginning of each semester; but they will be admitted at any time, subject to the above restriction.

GRADUATION.

In order to receive a diploma from this institution a student must have attained the age of eighteen years, must have satisfactorily completed *in this school* all the subjects in the professional department, and, in addition, the following academic studies: one semester each in mathematics, English, United States history and science. Upon all the other subjects of the course the student must have passed a satisfactory examination, to be conducted by one of the faculty; provided, however, that the certificates of accredited schools may be accepted in lieu of an examination. If it shall appear from the records of examinations and daily recitations that the applicant shall have completed the course of study as heretofore set forth, and if no other qualification be lacking, such applicant shall receive a diploma which will entitle the holder to teach a primary or grammar school in any county in the Territory during life.

ACCREDITED SCHOOLS.

For the academic work of the course credit will be given to the certificates of other schools as follows:

1. University of Arizona, at Tucson, and Los Angeles Normal School, full credit for all the academic work. To this list others will probably be added in the near future. To the certificate of any regularly chartered State or Territorial school, and to any high school in any State or Territory whose pupils are admitted to college upon presentation of

their diplomas, credit will be given for all the subjects not mentioned under the heading "Graduation."

2. To the certificates of any high school in this Territory representing a four years' course of study, the same credit as in the preceding paragraph.

TUITION AND INCIDENTAL FEE.

The rates of tuition are as follows:

1. Those nominated by members of the Legislature are entitled to free tuition in both the Sub-Normal and Normal courses.

2. Tuition is also free to students in the Normal course who will sign a declaration of intention to teach in the public schools of Arizona after having completed the prescribed course of study in the Normal school. This obligation will have been considered to have been discharged when the length of time taught after graduation shall equal the number of months spent in the Normal.

3. All students not classified as above are charged a tuition fee of twenty dollars, payable quarterly in advance. This includes the incidental fee.

4. All students entitled to free tuition, as above, are charged an annual registration fee of $5.00, payable upon entrance.

APPOINTMENTS.

The right to nominate a pupil biennially is secured to each member of the House and Council of the Legislative Assembly of Arizona, preference to be given for the space of sixty days next after the qualification of said member to pupils of the county from which said member is elected, after which time (no pupil accepting) he may nominate a pupil from any other county of this Territory. No tuition is charged the pupils receiving the nomination, but each one pays an annual registration fee of $5.00.

It is greatly desired that the members of the Legislature, respectively, appoint students to the Normal School, as authorized by law; and the County Superintendents and all others interested in supplying the schools of this Territory with well educated and properly trained teachers should recommend to this school persons who desire to become teachers and who give promise of usefulness in that profession.

EXPENSES.

Board can be obtained in good families at from $15 to $20 per month; in clubs for much less. By hiring rooms and doing their own cooking, the expense of living can be still further reduced. It should be borne in mind in this connection that fruit, garden vegetables and other supplies are cheaper in this vicinity than in any other part of the Territory. Little fuel is needed. Rooms can be rented at a cost, per pupil, of from 25 to 50 cents per week, provided that two persons occupy one room. The cost of books and stationery ranges from $10 to $15 a year.

Examination papers, pens and ink are furnished to the school free of cost.

SESSIONS OF SCHOOL.

The school year contains forty weeks, and usually begins the first Monday in September and ends the second Friday in June. The year is divided into quarters, and two quarters, or twenty weeks, constitute a semester, which is the period upon which the grades of the students are based.

The daily sessions begin at 9:00 A. M. and close at 4:15 P. M.; but students whose recitations are completed at 3:30 P. M. may be excused at that time, unless detained to do extra work.

EXAMINATIONS AND REPORTS.

Students shall attend all required examinations of the year. A standing of seventy-five per cent constitutes a passing grade, but this grade shall be based upon class standing and examinations.

On the same basis, sixty-five to seventy-five per cent constitutes a conditional grade, and the student may be required to review the subject. A grade below sixty-five per cent is a failure, and the subject *must* be taken over again by the student.

The examinations shall be in writing, or partly written and partly oral, and shall be conducted by the instructor in charge. The examinations are held at irregular intervals, without notice to the students, and occupy only the recitation period.

Reports will be made at the end of each quarter to the parents and students, showing the standing in the subjects studied during the quarter. An average of the standing for two quarters shall constitute the standing of the semester, and becomes a part of the student's record on the books of the institution.

GOVERNMENT.

The government of the school involves three elements:

1. It is wrong not to do right.
2. The culture of a high sense of personal honor.
3. The highest style of government is self-government.

Students who will not govern themselves cannot hope, as teachers, to govern others. Each pupil is put upon his honor.

The endeavor of the faculty is to enforce strict discipline in all departments of the school, the aim being to secure this by an appeal to the honor of the student; but in case of failure to secure the desired end in this way, the faculty will not hesitate to enforce prompt obedience to all rules and regulations. Those who do not conform cheerfully to all requirements will be permitted to withdraw or be dismissed from the school.

REGULATIONS.

Absence from any required exercise must be accounted for before a student can be permitted to enter a succeeding recitation.

Students will not be permitted to take work outside of their regular classes, or any study outside of its regular order, without the permission of the principal.

Students will not be excused from military drill or physical culture without a certificate from a physician stating that such exercise would be injurious to the health of the student.

The young men of the Normal are expected to provide themselves with the cadet uniform as soon as possible after entering the institution. The expense of the uniform is from $13 to $15.

Students will not be classified seniors who have to make up more than five hours' work per week in grades below the senior class, and in some cases, to be decided by the faculty, a student may be required to complete all of the work below the senior year before classifying as a senior.

THE LIBRARY.

The school offers to students the advantages of a conveniently arranged and well-lighted library and reading-room on the first floor of the main building. The library already contains about 3000 carefully selected volumes, covering the fields of history, science, education and general literature. Among the additions during the current year are some 800 volumes of standard modern fiction. There is a generous supply of encyclopedias and other general reference works. The professional and historical departments are especially well equipped, making it possible to conduct work in those lines on the seminary plan. The reading-room is fitted with serviceable tables, and is accessible during certain hours to all students. The tables are well supplied with the leading periodicals—literary, educational and scientific—and a card catalogue greatly enhances the value of the library.

LECTURES.

In addition to lectures given by the faculty, a series of entertainments of high order, mostly lectures, is arranged each year. They have been a source of great profit and pleasure to the student.

Several good lectures will be provided for the ensuing year.

The frequent appearance of prominent people upon the rostrum at the opening exercises, most of whom favor the students with short, eloquent and instructive addresses, is a pleasant feature of the school.

LITERARY SOCIETIES.

There are in the Normal three well organized and well conducted literary societies—the Alpha, Olympian and Philomathean. Every student of the institution is a member of one of them.

MAIN BUILDING, SOUTH SIDE

The regular meetings of the societies are held Friday afternoon from 3:30 to 4:30, and programs are prepared for public entertainments from time to time during the year.

The regular meetings are conducted according to parliamentary usages, and are designed to acquaint their members with the customs and practices of deliberate bodies, to give an impetus to literary investigation and to develop a talent for literary work, public speaking, and extemporaneous speaking. The members of the faculty are honorary members of all societies. The work of the students in these societies is considered a part of the regular work of the school.

THE MUSEUM.

The supply of illustrative material includes a collection of fossil forms, a collection of minerals and the beginning of a series of the native woods of Arizona. A working collection of marine forms has recently been obtained from the biological station at Wood's Holl, Massachusetts. There is a rapidly growing herbarium of native plants for comparison and illustration. Additions to the collections have been received during the past year from the following: Dr. Burt Ogburn, Phoenix; Jos. Culver, Prescott; J. W. Stehlik, W. A. Bolton and T. G. Goodwin, Tempe; John M. Lindsay, Cananea, Mexico; and Prof. T. D. A. Cockerell, East Las Vegas, N. M.

LABORATORIES.

The physical and chemical laboratory is equipped with suitable tables, with water supply and waste pipes, and lockers for individual apparatus. The outfit of chemicals, glassware and apparatus is ample for a large class, each student being provided with the necessary apparatus for the series of experiments. The stock of physical apparatus, beside that necessary for lecture experiments and class demonstration, includes a sufficient number of duplicate sets to enable an entire division to work simultaneously at the same exercise, by this means effecting a great saving of time in the laboratory practice.

The biological laboratory is furnished with tables to accommodate a large class, and is supplied with dissecting microscopes, glassware, dissecting instruments, etc. The stock of compound microscopes is yearly being increased, and there is an equipment of apparatus for the preparation of histological material.

PRIZES.

The Moeur medal, donated by Dr. Moeur, of Tempe, is awarded annually to that member of the graduating class who shall have attained the highest average in all regular work in this school during the two years immediately preceding graduation. This gold medal becomes the permanent property of the winner.

An arrangement has been made whereby the Normal School annually meets the University of Arizona in joint debate, each institution

being represented by three students. A gold medal, to be awarded annually to the student presenting the best argument, has been given by Dr. Moeur, and this medal also becomes the property of the winner.

Other prizes will be given during each year to encourage oratorical work in the literary societies and to foster interest in inter-society debates.

THE ALUMNI.

This Association now numbers 161 members. It holds two regular meetings each year and an annual banquet the day after commencement.

It is confidently believed that all graduates of this school will manifest a lively interest in its welfare. Their influence on the schools of the Territory is already plainly seen, and will doubtless increase. The faculty desires to be informed of the success of the graduates, and also to render them professional assistance as far as possible.

It is the desire of the principal to know the permanent address of each one who has been graduated from the Normal School. Any change in residence or occupation, if made known, will be properly recorded. A mistake of any kind will be cheerfully corrected as soon as attention is called to it.

TEACHERS' BUREAU.

The faculty do not wish to be understood as agreeing to furnish employment for their students upon graduation, but feel warranted in saying that they have many opportunities of recommending teachers to good positions, and they are pleased to do so, thereby rendering a service mutually helpful to their students and to school officers.

The principal of this school, when requested, will take pleasure in furnishing to school officers accurate information in regard to the fitness of students and alumni of this school to teach; also, when desired, will put them in communication with teachers seeking employment. In order to be able intelligently to recommend a teacher to a position, it is necessary that the principal be in possession of a full, detailed statement of the requirements of that position and of its surroundings.

CORRESPONDENCE.

All correspondence in regard to the management of the school, expense of living, conditions of admission, etc., and all applications for catalogues and announcements, should be addressed to the principal of the Normal School of Arizona, Tempe, Arizona.

Those who contemplate attending a Normal School would do well to write us. Do not hesitate to ask questions concerning the school; we like to answer them. When you have decided to attend our school, let us know how you want to board, and whether you wish us to make arrangements. Let us know upon what train you will arrive, and we will meet you at the depot. If you do not know upon what train you

will come, and arrive in town between the hours of 8 A. M. and 4 P. M., come to the school building.

VISITORS.

Visitors are made welcome at all times. Teachers and educators are especially invited.

We are also pleased to see patrons of the school, and are glad to have visitors at our morning exercises, which commence at 9 o'clock.

The school belongs to the Territory. Show your interest in it by paying it an occasional visit.

RATES ON RAILROADS.

Half rates are allowed by all of the railroads of the Territory to students on their way to and from the Normal, but in order to secure the rates students must apply to the principal of the school in time for him to make the necessary arrangements with the railroad companies.

TEXT-BOOKS IN USE, 1902-03.

Riverside Series, Selections from Authors.
Whitney's Essentials of Grammar.
Gayley's Classic Myths.
Scott and Denney's Composition.
Palgrave's Golden Treasury of Songs and Lyrics.
Waddy's Rhetoric.
Stopford Brooke—English Literature.
Brander Matthews—American Literature.
Stoddard's Mental Arithmetic.
White's Complete Arithmetic.
Wentworth's Complete Algebra.
Wentworth's Plane and Solid Geometry.
Williams and Rogers' Bookkeeping.
Clark's Commercial Law.
Coulter's Plant Studies.
Jordan and Kellogg's Animal Life.
Macy and Norris's General Physiology.
Dryer's Physical Geography.
Williams' Elements of Chemistry.
Hoadley's Brief Course in Physics.
Peterman's Elements of Civil Government.
Thorpe's Advanced Course in Civics.
Fiske's History of the United States.
Myer's General History.
Montgomery's English History.
The Laurel Song Book.
Halleck's Psychology.
James's Psychology, Briefer Course.
Roark—Method in Education.
McMurry—Method of the Recitation.
Painter's History of Education.
Kidd's Social Evolution.
Jevon's Lessons in Logic.
McMurry's Special Methods.

CLASS OF 1902

REGISTER FOR 1901-1902.

NORMAL DEPARTMENT.

Aiton, James.....Tempe
Appleby, Alice.....Tempe
Allison, Winnie.....Globe
Anderson, Okla.....Gila Bend
Armitage, Fannie G.....Fairbanks
Armitage, Florence..... .....Fairbanks
Akard, Lillie.....Congress
Brady, Rachel.....Mesa
Blake, Jessie.....Tempe
Buck, Ray.....Tempe
Bigler, Bonnie.....Tempe
Cartwright, Royden.....Mesa
Corbell, Ernest.....Tempe
Coughran, Wiley.....Tempe
Cooke, Cora R.....Prescott
Curnow, Alice.....Mesa
Culver, Grace.....Prescott
Cosner, Lizzie.....Tempe
Corbell, Mattie.....Tempe
Cain, Mamie.....Congress
Cartledge, Anna.....Tempe
Cummings, Lucy.....Tempe
Clark, Jessie.....Benson
Coughran, Carrie.....Tempe
Creager, Jessie.....Phoenix
Cummings, Edward.....Tempe
Chynoweth, Kittie .....Congress
Curnow, Murry.....Mesa
Decker, Anna.....Tempe
Duncan, Nellie..... .....Mesa
Drachman, Esther.....Phoenix
Drew, Florence.....Tempe
Fickas, Laura.....Tempe
Frazee, Sadie E.....Tempe
Ford, Florence.....Prescott
Fellows, Stella.....Tempe
Griffin, Frank W.....Tempe
Gerard, James H.....Mesa
Godwin, Grace M.....Tempe
Greenleaf, Alice..... ..Tempe
Greenleaf, Ione.....Tempe
Goldsworthy, Mabel.....Bisbee
Gibson, Leona.....
Hough, Frank G.....Tempe
Hendrix, Edgar.....Tempe
Hottinger, Rose I...Santa Rosa, Calif.
Hicks, Lelia.....Globe
Harmon, Victoria F.....Tempe
Holmes, Alta.....Tempe
Hayden, Mary.....Tempe
Haulot, Leona M.....Phoenix
Haigler, Charles A.....Tempe
Holmes, Carl.....Tempe
Hackett, Edna.....Tempe
Hanna, Herbert.....Phoenix
Heaston, Alma E.....Benson
Irvine, James.....Phoenix
Irvine, Janie.....Phoenix
Irvine, Deborah .....Phoenix
Jones, Alma.....Lehi
Jones, Dudley D.....Lehi
Jones, Cloyd O.....Lehi
Johnson, Clara W.....Phoenix
Kingsbury, Nona.....Tempe
Keating, Anne.....Florence
King, Emma L.....Tempe
King, James.....Phoenix
King, Mamie.....Phoenix
Kemper, Jennie.....Tempe
Kindred, Adelaide.....Bisbee
Kemp, Mabel L.....Tempe
Listebarger, Ina.....Tempe
Lukin, Abram.....Tempe
Laney, Joseph C.....Tempe
Laney, Lynn M.....Mesa
Lish, Grace.....Phoenix
Lubrick, Rachel.....Mesa
Meeker, Rebecca S.....Florence
Morrow, Viola.....Tempe
Munds, Jennie.....Tempe
Millet, Mary D.....Tempe
Mazon, Concepcion.....Tempe
Matthews, Anna.....Tempe
Mullen, Lottie.....Tempe
Mullen, Mary F.....Tempe
Munds, Getha.....Tempe
Merriam, Bertha V...San Marcos, Cal.
Miller, Sallie.....Tempe
Nichols, Grace.....Tempe
Noble, Joseph E.....Lehi
Odell, Otha.....Tempe
Odell, Ora.....Tempe
Penn, Ida..... .....Tempe
Penn, Della.....Tempe
Paddock, Clarence M.....David, Iowa
Pulsifer, Elma E.....Providence
Priest, Mariana.....Tempe
Priest, John.....Tempe
Price, Mamie A.....Mesa
Reed, Clayton M.....Tempe
Redden, Elmer..... .....Tempe
Richards, Robert O.....Tempe

Robbins, Pansy.....Tempe
Ross, Stella.....Mesa
Ruse, Elmer F.....Tempe
Reed, Gertrude.....Tempe
Reed, Georgia.....Tempe
Standage, Orren L.....Mesa
Stewart, Merton W.....Tempe
Standage, Clarence.....Mesa
Standage, Orpha.....Mesa
Schoshusen, Emma M.....Tempe
Schwarz, Margarehta.....Lehi
Steinberger, Honor E....Palomas, Cal.
Stewart, Edith.....Tempe
Stone, Neva.....Tempe
Snyder, Mary.....Bumble Bee
Thomas, Marion.....Tempe
Trussler, Harry R.....Tempe
Tomlinson, Georgia.....Tempe
Underhill, Margaret.....Scottsdale
Van Noate, Harry W.....Tempe
Wilson, Maude.....Tempe
Walker, Iva.....Tempe
Wood, Leslie.....Bonita
Westover, Jessie.....Tempe
Wallace, James.....Mesa
Wilbur, Everett.....Mesa

SUB-NORMAL DEPARTMENT.

Ator, James.....Phoenix
Barlow, Alta.....Tempe
Collins, Maude.....Tempe
Goodin, Dora.....Florence
Harris, Carrie.....Florence
Nigh, Walter.....Scottsdale
Price, Chester.....Mesa
Williams, Blanche.....Douglas
Will, Mary.....Florence

TRAINING DEPARTMENT.

Alexander, Enid N.
Averill, Reed
Barlow, Gladys
Bolton, Vivian
Cole, Lois
Cole, Rita
Corbell, Homer
Corbell, Paul
Cook, Vernor
Dawson, Fred
Elwing, Borghild
Garrigus, France
Gonzales, Manuel
Grineo, Rosie
Grineo, Phil
Grineo, Christopher
Goodwin, Leona
Goodwin, Julius
Hackett, Letha
Hendricks, Bertrande
Halbert, Jackson
Halbert, Nina
Jones, Collins
Kirkwood, Ted
Leon, Manuel
Loy, Edward
Mauley, Mildred
Miller, Emma
Miller, Gussie
Miller, Edna
Mousue, Ingburg
Newton, Harry
Newberry, Lawrence
Ochoa, Juan
Oviedo, Marguerite
Richards, Roy
Rogers, Adele
Steinberger, Laurel
Steinberger, Robert
Stone, Charles
Schurman, John G.
Sotelo, Theodore
Sturgeon, Charles
Silvas, Nicholisa
Silvas, Joe
Westover, Charles
Wyatt, Alfred
Williams, Beulah

ALUMNI REGISTER.

CLASS OF 1887.

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Etta Broomell (Mrs. J. Webster Johnson)	Four years	Tempe
Georgia A. Holmesley (University of Arizona)	Nine years	Tempe
Reese M. Ling (District Attorney, Yavapai County)	Two years	Prescott
Major James H. McClintock	Five years	Phoenix
Gertrude Pomeroy*	Five years	

CLASS OF 1888.

Kate Cummings (Mrs. Fisher Bailey)	Five years	Tempe
Martha Sears*	Five years	
Henry Q. Robertson	Eleven years	Globe

CLASS OF 1890.

Nanna Brown (Mrs. John Knight)	Three years	Tempe
Lena Coughran (Mrs. J. M. Sears)	One year	Tempe

CLASS OF 1891.

Lee Gray, LL. B. (Yale 1893) (Attorney)		Phoenix
Josephine Frankenberg	Five years	Tempe

CLASS OF 1892.

Lilian J. McAllister (Mrs. L. J. King)		Los Angeles, Cal.
Victoria B. Shaw (Mrs. Geo. K. Smith)	Two years	Tucson

CLASS OF 1893.

Manie Anderson	Four years	Gila Bend
Agnes Halbert*		
W. I. Melton	Five years	Phoenix
Lidia Rembert	One year	Los Angeles, Cal.
Mary Wingar	Seven years	Tempe
Chas. C. Woolf, LL. B. (Univ. of Colo.) (Attorney)		Tempe

CLASS OF 1894.

Myrtle Aplin (Physician at Napa Insane Asylum)	One year	East Highlands, Cal.
Joseph T. Birchett	One year	Tempe
Addine Bury	Eight years	Phoenix
Nettie Clay (Mrs. Ashby Hawes)	One year	Tempe
Agnes Dobbie (Mrs. J. D. Loper)	Eight years	Mesa
Allie Gray	Eight years	Phoenix

* Deceased.

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Leroy F. Hill		Tempe
Mary E. McNeill	Eight years	Tempe
John Metz	Six years	Tucson
Blanche Newell	Eight years	Mesa
Rosina Pomeroy	Six years	Mesa
Ella Saunders (Mrs. Louis Cordon)	Two years	Shumway
Anna R. Stewart	Five years	Tempe
Ida W. Woolf (Mrs. A. J. O'Connor)	Five years	Nogales

CLASS OF 1895.

Miriam Anderson (Mrs. M. A. Davenport)	One year	Los Angeles, Cal.
John R. Birchett	Two years	Tempe
John J. Carroll		Tempe
Carrie Culver	Seven years	Corona, Cal.
Lottie Gibson	Two years	Tempe
Allie Holmesley	Five years	Tempe
J. Wallace Morse	Two years	Chicago
Chas. P. Mullen	Two years	Tempe
Roscoe Walsworth (Student, Harvard University)		Tempe
Maude J. Welcome	Four years	Tucson
Bertha Wilson	Seven years	Tempe
E. Stanley Windes (Mrs. Dr. Metzgar)	Six years	Prescott

CLASS OF 1896.

J. Lawrence Abell	One year	Benson
Nellie E. Culver (Mrs. Roy Frankenberg)	Five years	Harrisburg
Don J. Frankenberg	One year	Columbus, O.
Nott E. Guild		Tucson
Florence G. Hanna (Mrs. J. B. Flummerfelt)	Four years	Tempe
Carl T. Hayden		Tempe
Jane M. Hedgpeth	Four years	Phoenix
Lewis G. Hedgpeth	Two years	Phoenix
Georgia A. Hendrix (Mrs. L. C. Austin)	Three years	Tempe
Amina W. McNaughton (A. B. 1898)	One year	Pasadena, Cal.
Deborah I. Morris (Mrs. Doane Merrill)	Two years	Jerome
Julia R. Nichols	Two years	Tempe
Bertha M. White	Six years	Tempe
Roy Frankenberg		Tempe

CLASS OF 1897.

May A. Austin (Mrs. William M. Goodwin)	Two years	Tempe
Julius G. Hansen		Los Angeles, Cal.
Adele Hauxhurst	Five years	Phoenix
May C. Huffer	Two years	Tonto
Jane P. Martin (Mrs. Verner A. Vanderhoof)	Two years	Tempe
Ana M. Miller (Mrs. James Yaeger)	Three years	St. Johns
Clara M. Miller (Mrs. C. M. Zander)	Three years	Phoenix

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Flora L. Mills	One year	Phoenix
J. Oscar Mullen	Two years	Tempe
Ada M. Peyton (Mrs. William Dodenhoff)	One year	Phoenix
Mary C. Robinson (Mrs. W. J. Bowen)	Two years	Mesa
Lucy M. Schwarz	Five years	Lehi
Addie Sirrine	Four years	Mesa
Verner A. Vanderhoff	Three years	Tempe
Walter S. Wilson	One year	Phoenix
Alice B. Windes	Five years	Tempe

CLASS OF 1898.

Edith R. Abell (Mrs. Dr. Drane)		Mesa
Mary C. Bosbyshell	One year	Los Angeles, Cal.
Flora N. Cohn	Two years	Phoenix
Elizabeth W. England	Two years	Tempe
Louie V. Gage	Three years	Tempe
Una B. Hanna (Mrs. E. G. Decker)	Three years	Winslow
J. Wesley Hill	Two years	Washington
Olive J. Maxwell	Four years	Phoenix
Florence A. McKee	One year	Santa Ana, Cal.
Julia E. Melton	Four years	Santa Barbara, Cal.
Mary R. Moore	One year	Willcox
Ethel M. Orme	Four years	Phoenix
Charlotte E. Perry (Mrs. Homer Redden)		Phoenix
William R. Price		Phoenix
Clyde A. Stewart	One year	Tempe
Ida Warren Swiggett	Two years	Phoenix
Walter H. Wilbur		Tempe

CLASS OF 1899.

Garnet Allison	Two years	Mesa
Bessie Frances Archbald	Three years	Tempe
Eva L. Bowyer	Three years	Phoenix
Lutie Marion Carlyle	Two years	Westminster, Cal.
Nellie E. Clark	Two years	Mesa
Robert O. Duncan		Phoenix
Inez B. Fisher	Three years	Tempe
Jessica Frazier	Two years	Phoenix
Martha Garnett	Three years	Phoenix
Garfield A. Goodwin		Tempe
Lena Rivers Hartsfield	Three years	Phoenix
Ella Leota Hauxhurst	Three years	Phoenix
Harry G. Hendrix	Three years	Tempe
Benjamin E. Hicks		Globe
Margaret Beatrice Hughes	Three years	Fuller, Kansas
Frank R. Kellner		Globe
D. Maude Lincoln	Two years	Jerome
Alice A. Morse	Three years	Phoenix
Lillian M. Murray (Mrs. Irving Andrews)		Phoenix
Grace Newell (Mrs. Guy Collins)		Jerome
Edna A. Orzanne	Three years	Tempe
L. Clay Henshaw	Two years	Phoenix

NAME	TIME DEVOTED TO TEACHING	P. O. ADDRESS
Zebulon Pearce	Three years	Mesa
Minnie A. Perry	Two years	Cordes
Madge P. Richmond	Three years	Phoenix
Gilbert States	Three years	Delta, Colo.
Ida W. Temple (Mrs. Wm. Swam)	Two years	Bowie
Ruby M. Tucker	Three years	Tempe
Lillian A. Vaughn	Two years	Benson
Emma Peyton	Two years	Florence
Mary Malvina Wallace	Three years	Mesa
Veronica White	Three years	Tempe
Lulu Belle Wingar	Three years	Tempe

Owing to the action of the Board in extending the course of study no class was graduated in 1900.

CLASS OF 1901.

Noble Carter	One year	Howard, Kan.
Alma Morgan Davis	One year	Tempe
Alice A. Fultz	One year	
Hattie M. Green	One year	Phoenix
Edna Lucy Greenleaf	One year	Yuma
Dean Ely Godwin	One year	Tempe
Minnie A. Hill		Phoenix
Elizabeth India Hedgpeth	One year	Phoenix
Josephine K. Hottinger	One year	Santa Rosa, Cal.
Perla E. Martin	One year	Tempe
Atlee Eleanor Merriam	One year	Phoenix
Mary Emma McNulty	One year	Phoenix
Helen Marion Stewart (Mrs. Ellis Wilcox)	One year	Glendale
Elizabeth Schwarz	One year	Mesa
Serretta Anne Sirrine	One year	Mesa
Charles Albert Stauffer		Phoenix
Ethel M. Wilbur		Mesa
L. Grace Webb	One year	Cline

CLASS OF 1902.

Alice B. Appleby	Mesa
Rachael Brady	Mesa
Jessie F. Creager	Phoenix
Florence C. Ford	Prescott
J. H. Gerard	Mesa
Leona L. Gibson	Lehi
Grace M. Godwin	Tempe
Chas. A. Haigler	Tempe
Victoria F. Harmon	Tempe
Leona M. Haulot	Phoenix
Clara W. Johnson	Phoenix
D. D. Jones	Lehi
Orren C. Jones	Lehi
Stella F. Ross	Mesa
Mary J. C. Snyder	Phoenix
Orpha C. Standage	Mesa
Edith F. Stewart	Tempe
Harry R. Trusler	Tempe

3 0112 105606583